

ATTACHMENT A

ADEQUATE YEARLY PROGRESS IN KENTUCKY

Schools/Districts are determined to have made adequate yearly progress (AYP) for a school year if the school/district and all subpopulations of sufficient size:

(a) Met annual measurable objectives or AMO (% Proficient Goal) in reading and mathematics; (Can average up to three years of data.) The following student groups are reported:

- *All Students*
- *Race and Ethnicity: White (Non-Hispanic), African-American, Hispanic, Asian*
- *Limited English Proficiency*
- *Economically Disadvantaged (Free and Reduced lunch)*
- *Students with Disabilities*

(b) Showed progress on the “Other Academic Indicator”

- *Prior year graduation rate at the high school level*
- *Prior year classification of any category of meets goal or progressing or if in assistance, growth at or above the state average for the specific grade configuration at the elementary & middle school levels*

(c) Tested at least 95% of enrolled students and all subpopulations of sufficient size (Can average up to three years of data.)

TITLE I SCHOOL IMPROVEMENT CONSEQUENCES

Not Making AYP	KY School Improvement Status	Consequences
		Consequences continue until school has made AYP for two consecutive years.
One year	Not applicable	<ul style="list-style-type: none"> • Not applicable
Two consecutive years	Tier 1	<ul style="list-style-type: none"> • Parent Notification – District notifies parents with reasons school is identified, what is being done to address problem of low achievement and how parents can become involved. • Student Transfer Option (School Choice) – District annually notifies parents of students of the option to transfer to another public school. • District Technical Assistance – District provides on-going technical assistance as school develops and implements revisions in its comprehensive school improvement plan. • Revised Comprehensive School Improvement Plan – School revises its comprehensive improvement plan to address academic issues that caused identification. • Funds for Professional Development – School annually spends at least 10% of Title I school allocation on professional development.
Three years (years do not have to be consecutive)	Tier 2	<ul style="list-style-type: none"> • Continue consequences from Tier 1. • Supplemental Educational Services – District annually notifies parents and implements supplemental educational services for eligible students.
Four years (years do not have to be consecutive)	Tier 3	<ul style="list-style-type: none"> • Continue consequences from Tier 1 and Tier 2. • Corrective Action – District annually takes corrective action.
Five years (years do not have to be consecutive)	Tier 4	<ul style="list-style-type: none"> • Continue consequences from Tier 1, Tier 2, Tier 3. • Plan for Restructuring – District writes plan for alternative governance.
Six years (years do not have to be consecutive)	Tier 5	<ul style="list-style-type: none"> • Continue consequences from Tier 1, Tier 2, Tier 3, Tier 4. • Implement Restructuring (Alternative Governance) – District implements plan for alternative governance.

TITLE I DISTRICT IMPROVEMENT CONSEQUENCES

All students that have been enrolled in the district for a full academic year are counted in the district AYP determination. The district is accountable based on the same measures used to determine if a school made AYP. Tested subpopulations of students that are not large enough to meet the minimum group size at an individual school will, in many cases, reach or surpass that number at the district level and be included in the calculation of whether or not the district made adequate yearly progress. Therefore, it is possible for a district to be identified for improvement under NCLB but have no Title I schools identified in need of improvement, corrective action, or restructuring.

Not Making AYP	KY District Improvement Status	Consequences
One year	Not applicable	<p>Consequences continue until district has made AYP for two consecutive years.</p> <ul style="list-style-type: none"> Not applicable
Two consecutive years	Tier 1	<ul style="list-style-type: none"> Notification to Parents – State notifies districts with information to promptly notify parents of each. Revisions to the Comprehensive District Improvement Plan – District revises its comprehensive improvement plan to improve student achievement throughout district. <ol style="list-style-type: none"> Incorporate scientifically based research strategies. Identify actions with the greatest likelihood of improving student achievement. Address professional development needs of staff. Include specific measurable achievement goals and targets for each subpopulation of students. Address the teaching and learning needs and academic problems of low-achieving students. Incorporate, as appropriate, activities before school, after school, during the summer and during an extension of the school year. Specify responsibilities of the state and district. Include strategies to promote effective parental involvement in the schools served by the district. Funds for Professional Development – District reserves and spends at least 10% of its Title I district allocation for professional development for instructional staff across the district that is specifically designed to improve teaching.
Three years (years do not have to be consecutive)	Tier 2	<ul style="list-style-type: none"> Continue consequences from Tier 1.
Four years (years do not have to be consecutive)	Tier 3	<ul style="list-style-type: none"> Continue consequences from Tier 2. Corrective Action – The Kentucky Department of Education takes corrective action. State must continue to provide technical assistance while instituting any corrective action. Corrective action must be consistent with state law. <ol style="list-style-type: none"> Deferring programmatic funds or reducing administrative funds. Instituting and fully implementing a new curriculum, including appropriate professional development. Replacing district personnel relevant to the failure. Removing particular schools from the jurisdiction of the district and establishing alternative arrangements for public governance and supervision of the schools. Appointing a receiver or trustee to administer the affairs of the district in place of the superintendent and school board. Abolishing or restructuring the district. Authorizing students to transfer from a school operated by the district to a higher-performing public school operated by another district. If it offers this option, the state must provide transportation (or the costs of transportation) to the receiving school. This corrective action must be carried out in conjunction with at least 1 additional action.

